DOCUMENT RESUME

ED 447 018 SO 032 211

TITLE	National Standards for Social Studies Teachers.
INSTITUTION	National Council for the Social Studies, Washington, DC.
PUB DATE	1999-00-00
NOTE	34p.; For a related document, see SO 032 212.
AVAILABLE FROM	National Council for the Social Studies, 3501 Newark Street, NW, Washington, DC 20016; Tel: 800-296-7840 (toll free); Web site: (http://www.socialstudies.org/); E-mail: (ncss@ncss.org).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Knowledge Base for Teaching; *National Standards; *Social Studies; Teacher Education; *Teacher Qualifications
IDENTIFIERS	*National Council for the Social Studies; Professional Guidelines

ABSTRACT

This booklet describes and explains the National Council for the Social Studies (NCSS) national standards for social studies teachers; which were approved by the NCSS Board of Directors on April 27, 1997. The booklet consists of two general sections: (1) an introduction, which contains, in addition to an overview, information about the background and contexts in which the standards were developed, and a description of the audiences to which the standards are addressed; and (2) the standards themselves. It explains that the standards are of two types: subject matter standards, which outline in some detail the social studies content that teachers should know and the skills and disposition they should possess to teach social studies appropriately; and pedagogical standards, which outline in general the pedagogical knowledge, skills, and dispositions needed for general teacher effectiveness. The subject matter standards are the main focus of the booklet because they are the primary areas of expertise and responsibility of NCSS and its members in the national education professional community. These standards are intended to be used to assess and help improve both the professional knowledge, capabilities, and dispositions of individuals seeking initial state licensure to teach social studies in U.S. classrooms and the quality of college and university social studies teacher education programs. (BT)

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ED 447 018

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National Standards for Social Studies Teachers

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National Council for the Social Studies

National Standards for Social Studies Teachers

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Approved by NCSS Board of Directors

April 27, 1997

INTRODUCTION

OVERVIEW

This publication of the National Council for the Social Studies describes and explains the council's national standards for social studies teachers--standards that were approved by the NCSS Board of Directors on April 27, 1997. The publication consists of two general sections: (1) an introduction, which contains, in addition to this overview, information about the background and contexts in which the standards were developed, and a description of the audiences to which the standards are addressed; and (2) the standards themselves. The standards are of two types: (1) Subject Matter Standards, which outline in some detail the social studies content that social studies teachers should know and the skills and disposition they should possess in order to teach social studies to students appropriately, and (2) Pedagogical Standards, which outline in very general ways the pedagogical knowledge, skills, and dispositions needed for general teacher effectiveness.

The subject matter standards are the main focus of this publication. They are described in detail because they are the primary areas of expertise and responsibility of NCSS and its members in the national education professional community--the expertise that other educators expect of NCSS. They describe the subject matter that NCSS as an organization believes teachers should know and be able to teach. They are intended to be used to assess and help improve (1) the professional knowledge, capabilities, and dispositions of individuals seeking initial state licensure to teach social studies in the classrooms of the United States; and (2) the quality of college and university social studies teacher education programs that prepare these individuals.

The pedagogical standards, on the other hand, are more general and are stated very briefly because NCSS is only one of many professional education expert organizations that have described and explained expectations of these types. The pedagogical standards are identified here primarily to indicate that NCSS concurs with the thrusts of these nine standards or principles. The nine are best described in more detail in the document, *Model Standards for Beginning Teacher Licensing and Development: A*

Resource for State Dialogue, of the Interstate New Teacher Assessment and Support Consortium (INTASC) (Washington, DC: INTASC).

This publication of NCSS national standards is one of three publications of NCSS that deal with national standards for social studies teachers. The others are

- *The Program Standards for the Initial Preparation of Teachers of Social Studies.*
- A *Guidebook for Colleges and Universities Seeking to Meet the NCSS National Standards for Social Studies Teachers.*

The *Program Standards for the Initial Preparation of Teachers of Social Studies* document is the official NCSS and NCATE handbook for colleges and universities to use as they analyze and revise the subject matter content of their social studies teacher education programs in preparation for NCATE accreditation and re-accreditation reviews. It contains (1) a step-by-step outline of the NCSS/NCATE review procedures and expectations, and (2) nineteen of the twenty NCSS subject matter standards for social studies teachers. The document format includes matrices that institutions can use to assess their social studies program and to report its findings to both NCATE and NCSS.

The *Guidebook* is a compendium of examples of good assessment tasks that colleges and universities might use to assess the subject matter strengths and weaknesses of their social studies teacher education students in order to determine the extent to which their programs meet the NCSS national standards.

All of these documents are available from

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BACKGROUND

For several decades, the National Council for the Social studies has been formulating and announcing standards for the preparation of social studies teachers in both comprehensive social studies and the single disciplines that are typically included under the social studies umbrella. The standards have been issued in approximate five-year cycles. This document is the 1997 version of that continuing effort. These 1997 standards, however, are very different from those of previous versions and they are different in two ways, whereas earlier versions prescribed programmatic components (courses, for example) that should be provided for prospective social studies teachers in their teacher preparation programs, fifteen of these twenty standards describe the academic content that those who complete social studies teacher education programs (comprehensive social studies and any of the single disciplines) should know and be able to teach. In short, these standards (1) emphasize subject matter knowledge and the ability to teach it, and (2) focus on the professional performance of those individuals whom a teacher education institution recommends for licenses. These two shifts in focus -- to a greater emphasis on academic social studies content and toward performance-based assessment -- are consistent with general trends in teacher education; the national move toward greater accountability for schools, teachers, and teacher education programs; and parallel efforts of state teacher licensure offices, the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Council for the Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS), and other subject matter professional teacher associations.

The twenty standards contained in this document as well as the document as a whole were developed by an NCSS Task Force on Social Studies Teacher Education Standards appointed in 1995 by NCSS President Robert J. Stahl. Members of the task force were:

- **Charles B. Myers,** Lead Co-chairperson of the Task Force and principal author of this publication, Professor of Social Studies Education, Peabody College, Vanderbilt University.
- **Susan Adler**, Co-chairperson of the Task Force, Associate Professor and Chairperson, Division of Teacher Education, University of Missouri, Kansas City.
- **Allan Brandhorst,** Co-chairperson of the Task Force, Professor of Education and Chair of the Department of Education, Valparaiso University.
- **Donald O. Schneider,** Professor and Director, School of Teacher Education, College of Education, University of Georgia.
- **Alberta Macke Dougan**, Professor and Chair, Department of History, Southeast Missouri State University.
- **Wayne Dumas,** Professor Emeritus, Social Studies Education, University of Missouri-Columbia.

- **Robert J. Stahl,** Professor, Division of Curriculum and Instruction, Arizona State University, Tempe.
- **Lewis E. Huffman,** Education Associate-Social Studies, Delaware Department of Education.
- **Pat Rossman,** Elementary Teacher, Conrad Elvehjem School, McFarland, WI.

The Task Force worked intensively for three years, during which it sought input and reactions from education professionals nationwide through electronic media -- e-mail and the world-wide web -- correspondence, and public hearings. It considered seriously every communication received.

The final draft of the standards was approved by the NCSS Board of Directors on April 7, 1997.

CONTEXTS

The Standards-Setting Context

Although this standards document is a stand-alone publication of National Council for the Social Studies, the standards described in it were developed and designed to fit into a broad national context with many levels and facets. That context includes:

1. the general United States-wide push toward more rigorous content standards for students and greater school accountability for student learning;
2. state-level regulations and legislation concerning student, school, and teacher standards;
3. state-level teacher licensing criteria and procedures;
4. the multi-state Interstate New Teacher Assessment and Support Consortium (INTASC) endeavor;
5. NCATE accreditation of teacher education units and programs at colleges and universities;
6. the standards setting and applying processes of the National Board for Professional Teaching Standards (NBPTS);
7. the development of subject matter standards for students and teachers in content fields outside of social studies (mathematics and science, for example);
8. the development of subject matter standards for students in social studies (general social studies, history, geography, civics and government, economics, and psychology);
9. the existence of previous NCSS standards for social studies teachers (the last of which was approved in 1992).

The standards described and explained in the document, especially the twenty subject matter standards, are extensions of each of these nine developments. They are the National Council for the Social Studies response to the question, In the context of all of these developments, What should social studies teachers know, what should they be able to do, and what dispositions should they possess?

Brief explanations of these nine contexts follow:

1. Although Americans have always been concerned about what and how much pre-K-12 students are learning and how well schools are teaching, these concerns have increased over the last two decades. The concerns are epitomized (1) by the 1983 report, *A Nation at Risk*, and the many parallel and following reports and studies that have inquired into how well the nation's schools and teachers are teaching America's children and youths; (2) by the persistent demands from all segments of society that schools, teachers, parents, and students be held more accountable for what school students should and do learn from year to year and in order to graduate; and (3) by the pervasive waves of testing of students, teachers, and schools in every state and nearly all communities. At the center of these concerns and calls for accountability and testing is a need for determining just what it is that students should learn in schools, what it is that teachers should be teaching, and what it is that schools and society should expect of both students and teachers.

2. The multiple pushes toward more rigorous subject matter standards for students and greater school accountability for student learning have been implemented nation-wide in the form of new state regulations and legislation that have put into place higher standards for students, teachers, and schools. These rules and statutes specify in more demanding fashion what students, teachers, and schools must do and they identify sanctions to be imposed on those students, teachers, and schools that do not measure up. Central to all these rules and statutes is the determination of what subject matter and how much of it should students be held accountable for learning, teachers be held accountable for teaching, and schools be held accountable for providing.

3. One major aspect of the more-rigorous-rules-and-statutes phenomenon has been state-by-state enactment of new, more specific, and more demanding requirements for teacher licensure and more precise and tighter procedures to see that those requirements are enforced upon both

applicants for state licenses and the colleges and universities that prepare and recommend the applicants to the state. At the heart of these rules is the identification of the knowledge, competencies, and dispositions that beginning teachers should be expected to possess and demonstrate in order to qualify for a license. The twenty standards of this document constitute NCSS's effort to identify that subject matter.

4. Many states, as they have moved toward new and more demanding requirements for teacher licensing and tighter procedures to assure that those requirements are enforced, have joined forces to formulate common sets of licensing expectations. Working through the Education Commission of the States, state boards of education, departments of education, and licensing agencies in more than forty states have joined as partners in the Interstate New Teacher Assessment and Support Consortium (INTASC) to formulate ten common "principles" that describe what new teachers should be expected to know and be able to do, and what dispositions they should possess. Now, the INTASC partners are drafting examples of ways that individual states can apply these principles to specific subject matter fields (mathematics, science, reading, language arts, social studies), and to grade-level licensing categories (early childhood, middle childhood). The over-all goal of the INTASC effort is common, rigorous, and compatibly enforced licensing standards for new teachers across most states.

The standards for social studies teachers that constitute this document address each of the ten INTASC principles and they are written in a format that is consistent with INTASC wording.

Because the primary goal of these standards is to identify the subject matter that a beginning social studies teacher should know and be able to teach, the standards focus to a very great extent on INTASC Principle One: *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

Only the Pedagogical Standards of this document directly address INTASC Principles Two though Ten, and they do so only briefly.

1. As states have been moving toward more rigorous standards for students, teachers, and schools, the National Council for Accreditation of Teacher Education (NCATE), the national professional organization that accredits colleges and university units that prepare teachers, has reformulated and made more rigorous both its standards for assessing teacher preparation programs and the procedures by which these new standards are applied to institutions. New standards and procedures were set in place in 1987, were refined and strengthened in 1992, and are scheduled for revision again by the year 2000. The revision for 2000 is expected to continue an increased emphasis on teacher subject matter knowledge and a closer tie between NCATE standards and subject matter standards such as those of this document.
   These two developments in the NCATE standards and procedures revision process tie directly to the social studies teacher standards described in this document. The twenty social studies subject matter standards for teachers identify the subject matter that beginning social studies teachers should know and be able to teach, and they require that beginning teachers be able to demonstrate their knowledge and skill through performance evidence.

    1. Also in recent years, the National Board for Professional Teaching Standards (NBPTS), an independent national voluntary standards setting organization that was established following the report *A Nation Prepared: Teachers for the 21st Century*, in 1986 by the Carnegie Task Force on Teaching as a Profession (New York: Carnegie Forum on Education and the Economy), has developed criteria and a procedure for identifying especially capable experienced teachers. Teachers volunteer to undergo NBPTS review and those who are judged to have met the standards are designated "National Board Certified." A number of states have or are planning to pay national board certified teachers salary supplements for being so certified.

   The standards of this document are compatible and closely aligned with those of the NBPTS in the area of "history-social studies." Because of that alignment, beginning teachers who meet these NCSS national standards are already in line to pursue NBPTS certification, if they choose to do so, as they gain experience.

    1. As educators and citizens have moved toward more vigorous subject matter standards for

students, teachers, and schools, professional experts in content areas besides social studies have responded to the challenge, and have formulated and begun applying new standards in their various fields. Mathematics leaders were among the first to act and science folks have followed closely, as have others. So, these social studies standards for teachers have parallels in other subject matter fields, and national professional organizations in those fields are applying their standards in ways that parallel these efforts for social studies.

Because of the nature of social studies content--content that can be seen as both a broad interdisciplinary field of study and as separate disciplines--unlike the way in which standards were developed for mathematics and science, these social studies standards for teachers were developed subsequent to and to a degree separate from social studies subject matter standards for students. The mathematics and science standards for students and for teachers were developed as inter-connected steps in common efforts; the social studies standards for students and for teachers were developed by different groups, although they closely align. (More is explained on this point next.)

2. Beginning in the 1980s and running through the mid 1990s several organizations and groups of professionals pursued separate projects to set standards for student learning in various social studies disciplinary areas--history, geography, civics and government, and economics. And each has published the results of their work. These sets of standards are

   National Center for History in the Schools, University of California, Los Angeles. (1994). *National Standards for History.* Los Angeles: National Center for History in the Schools.

   The National Geographic Association. (1994) *National Geography Handbook: Geography for Life.* Washington, DC: National Geographic Research & Exploration.

   Center for Civic Education. (1994) *National Standards for Civics and Government.* Calabsasas, CA: Center for Civic Education.

   Economics America, National Council on Economic Education. (1997). *Voluntary National Content Standards in Economics.* New York: National Council on Economic Education.

   In addition, in 1996 and 1997 a committee of the American Psychological Association developed drafts of standards that could eventually be formulated into specifications for content to be taught in a high school psychology course.

   Also in the early 1990s a special task force of the National Council for the Social Studies formulated a set of broad social studies subject matter standards for students, *Expectations of Excellence: Curriculum Standards for Social Studies* (1994), as is described later in the initial pages of the teacher standards document section of this publication.

   The task force that developed the NCSS standards for teachers that constitute this document began with all of the above mentioned standards for students as its bases for formulating the standards for teachers. It took the work of the professionals on these previous committees and task forces and asked, If this is what social studies students should learn, what should their social studies teachers know and be able to do and what dispositions should they possess?

3. The standards in this document replace the National Council for the Social Studies *Standards for the Preparation of Social Studies Teachers* that were adopted in 1992 and their predecessor standards of 1987 and 1982. To some extent they result from a continuation of the efforts that produced those previous NCSS standards, but it is not appropriate to suggest that these 1997 standards for teachers are simple updates or refinements of their predecessor standards. Except for the five Programmatic Standards, which do parallel some of the standards of 1992, these new standards are intentionally very different from the NCSS standards for teachers from earlier years.

Social Studies and the Nature of Learning

Although suggestions about *how* social studies should be taught are beyond the scope of this document, the subject matter standards for social studies teachers that are presented assume that social studies should be taught in manners that are consistent with (1) a *constructivist view of learning*, and (2) the principles of teaching social studies that have been identified in previous NCSS publications as "*essential characteristics of powerful social studies*." Each of these is elaborated upon below.

Constructivist Learning

A constructivist view of learning describes learning as an intellectual process in which learners develop what they know by fitting new ideas together with ideas they have already learned from previous experience, and they do this fitting together in their own unique ways. In the process of making these intellectual constructions, learners are influenced by the social and intellectual environments in which they find themselves. As a result, because much learning occurs in schools and classrooms, these settings affect both how and what learners learn.

This constructivist learning process is often explained by using Jean Piaget's concepts of adaptation, assimilation, and accommodation. When this explanation is provided in a school context, it can be described as follows: Learners see or hear something in their school environment (or experience it in some other way), interpret that new experience based on what they already know, and come to a personal understanding by connecting the new experience with their previous understanding. The result of the process is learning that is made up of three elements: (1) knowledge they gain from the new experience, (2) their prior understanding, and (3) their personal connection of the new and the old. Because the learner's previous understanding is unique and because the intellectual process he or she uses to make the connections is unique as well, the construction is personally unique to each individual.

Because learning occurs in this way, the primary teaching tasks of schools and teachers are (1) to provide constructivist-rich learning experiences, (2) to stimulate and guide learner constructivist thinking, and (3) to remember continuously that all members of the community--students, teachers, staff members, administrators, and parents--are learning all the time in their unique ways. Particularly important is the realization that teachers continuously learn from and about students just as students learn from teachers.[1]

1. This explanation of constructivist learning was abstracted from Myers, C.B. And Simpson, D.J. (1988) *Recreating Schools: Places Where Everyone Learns and Likes It*. Corwin Press: Thousand Oaks, CA. pp. 52-53.

Powerful Social Studies

The "essential characteristics of powerful social studies" as described by NCSS consists of five principles and each principle has direct implications for what teachers should know and be able to do and what dispositions they should possess.[2] The five principles are as follows:

- *Social studies teaching and learning are powerful when they are meaningful.*

Meaningfulness is stimulated when:

- Students learn connected networks of knowledge, skills, beliefs, and attitudes that they will find useful both in and outside of school.
- Instruction emphasizes depth of development of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation, and life application.
- The significance and meaningfulness of the content is emphasized both in how it is presented to students and how it is developed through activities.
- Classroom interaction focuses on sustained examination of a few important topics rather than superficial coverage of many.
- Meaningful learning activities and assessment strategies focus students' attention on the most important ideas embedded in what they are learning.
- The teacher is reflective in planing, implementing, and assessing instruction.

- *Social studies teaching and learning are powerful when they are integrative.*

Integration is encouraged when:

- Social studies subject matter is taught topically across disciplines.
- The subject matter cuts across time and space.
- The instruction interconnects knowledge, skills, beliefs, values, and attitudes to action.
- The teaching makes effective use of technology.
- Social studies teaching and learning are connected to other subjects.
- *Social studies teaching and learning are powerful when they are value-based.*

  Social studies content invariably involves the examination and understanding of values--one's own and those of others--as values are expressed in points of view, beliefs, policies, actions or inactions. Values-based instruction appropriate to education in a democratic society committed to safeguarding individual rights and the common good occurs when:

  - Social studies teachers guide students to consider the ethical dimensions of topics and address controversial issues, providing an arena for reflective development of concern for the common good and application of social values.
  - Students are made aware of potential social policy implications and taught to think critically and make value-based decisions about related social issues.
  - Rather than promulgating personal, sectarian, or political views, teachers make sure that students: (a) become aware of the values, complexities, and dilemmas involved in an issue; (b) consider the costs and benefits to various individuals andgroups that are embedded in potential courses of action; and (c) develop well-reasoned positions consistent with basic democratic social and political values.
  - Teachers encourage recognition of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility.
- *Social studies teaching and learning are powerful when they are challenging.*

  Social studies becomes challenging when:

  - Students are expected to strive to accomplish the instructional goals, both as individuals and group members.
  - Teachers model seriousness of purpose and a thoughtful approach to inquiry, and use instructional strategies designed to elicit and support similar qualities from students.
  - Teachers show interest in and respect for students' thinking and demand well-reasoned arguments rather than opinions voiced without adequate thought or commitment.

- *Social studies teaching and learning are powerful when the learning is active.*

  Social studies involves productive active learning when:

  - Teachers and students engaged in reflective thinking and decision-making as events unfold during instruction.
  - Students develop new understanding through a process of active construction of knowledge.
  - Interactive discourse facilitates the construction of meaning required to develop important social understanding.
  - Teachers gradually move from providing considerable guidance by modeling, explaining, or supplying information that builds student knowledge, to a less directive role that encourages students to become independent and self-regulated learners. Teachers emphasize authentic activities that call for real-life applications using the skills and content of the field.

2."A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy," *Social Education 57*, No. 5 (September, 1993). p. 213-223.

AUDIENCES

These standards are intended for the potential use of a number of different audiences who are either responsible for assuring the competence of social studies teaching professionals or in need of such assurance as they decide about which teacher preparation institution to attend or which prospective social studies teachers to employ. Those audiences include:

- Institutions of higher education and teacher education units (colleges, schools, and departments) within those institutions that prepare teachers for initial licensure (or certification) and recommend for state licensure (or certification) those who complete their programs successfully
- National Council for the Accreditation of Teacher Education (NCATE) reviewers of (1) teacher education units and (2) state standards and procedures used to approve institutional programs
- State agencies that approve teacher education programs at higher education institutions
- State licensure (or certification) offices that grant licenses (or certificates) that attest to a teacher's competence
- Prospective social studies teachers
- Testing organizations and agencies that develop and administer tests that denote a teacher's competence
- School system employers of teachers who seek evidence of the competence of the prospective teachers they are considering employing for their schools.

Institutions of Higher Education and Their Teacher Education Units (Colleges, Schools, Divisions, and Departments) that Educate Teachers

Institutions of higher education and teacher education units (colleges, schools, and departments) within those institutions that desire to have their programs for the preparation of social studies teachers approved as meeting the standards of NCSS are obliged to provide *compelling documentary evidence* to NCSS that these standards are met. This can be done through the NCATE review process for program approval or through the NCATE State Partnership approval process, both of which are also mentioned below. More detailed information can be obtained from the NCSS Program Approval Coordinator, NCSS, 3501 Newark St. N.W., Washington, D.C. 20016.

NCATE Reviewers

When *an institution* seeks NCATE accreditation of its unit and NCSS national approval of its social studies teacher education program(s), the evidence it submits for review is evaluated by a sequence of NCATE and NCSS reviewers. These reviewers are obligated to determine if the unit and its social studies program(s) meet these national standards as well as broader NCATE standards. Institutions must meet both sets of standards for the social studies program(s) to be designated as nationally approved by both NCSS and NCATE.

Similarly, when *state agencies* that have the authority to grant state approval of social studies teacher education programs seek national approval of their social studies teacher education standards and procedures, they are obligated to submit evidence to NCSS that their standards and procedures meet these NCSS standards. The evidence they submit for review is evaluated by a sequence of NCATE and NCSS reviewers. These reviewers are obligated to determine if the state teacher education standards and procedures meet these national standards as well as broader NCATE standards. State standards and procedures must meet both sets of standards in order for the institutional social studies program(s) that they approve to be designated as nationally approved by both NCSS and NCATE.

State Agencies that Approve Teacher Education Programs

State agencies that approve social studies teacher education programs may use these standards as the criteria by which they evaluate the programs they review. If their standards and approval process have been approved by NCSS and NCATE through the review process mentioned above, the programs that they approve are also recognized as having national approval from NCSS and NCATE.

State Licensure (or Certification) Offices

State officials that grant licenses (or certification) to social studies teachers that attest to those teachers' competence may use these standards as the criteria by which they evaluate individual applicants' capabilities.

Prospective Social Studies Teachers
Individuals preparing to become competent social studies teachers, including those planning to teach at the elementary school level, may use these standards as guidance in (1) choosing the university or college and teacher preparation program they might attend, (2) selecting courses and learning experience within institutions that would serve them well as teachers, and (3) identifying personal professional characteristics they might develop in order to teach well.

Testing Organizations
Those who develop tests intended to assess teacher social studies knowledge and to predict teacher performance capabilities associated with social studies may use these standards as guides for formulating their assessment instruments.

School System Employers
Employers of prospective teachers may use these standards as criteria for making decisions about whom to employ as their social studies teachers.

1. STANDARDS

I. *SUBJECT MATTER STANDARDS*

The subject matter standards itemized below are intended to assure that (1) social studies teachers possess the knowledge, capabilities, and dispositions associated with the central concepts, tools of inquiry, and structures of the disciplines that make up the social studies and (2) that they are able to create learning experiences that make these aspects of subject matter meaningful for learners. The subject matter standards are of three types: *thematic standards, disciplinary standards,* and *programmic standards for initial licensure.*

The *thematic standards* are based on the NCSS document, *Expectations of Excellence: Curriculum Standards for Social Studies* (1994), which describes NCSS expectations of what pre-K-12 *learners* should know and be able to do. The thematic standards listed below specify what social studies *teachers* should know and be able to do in order to teach the learners assigned to them. They apply to individuals, teacher preparation programs, and state standards and procedures that concern licensure (or certification) for endorsement in (1) social studies as a broad field of endorsement; (2) any of the specific disciplines that fall within social studies--history, geography, civics and government, economics, psychology, sociology, and anthropology; and (3) other interdisciplinary licensure areas that are based primarily on social studies/social science subject matter.

The *disciplinary standards* are based on documents that have been compiled in recent years by various expert groups who have identified what they believe pre-K-12 *learners* should know and be able to do as a result of instruction in specific social studies/social science discipline-based subjects--history, geography and so forth. The disciplinary standards listed below specify what *teachers* in the specific licensure areas of history, geography, civics and government, economics, and psychology should know and be able to do to teach appropriately.

Both the thematic and the disciplinary standards are expected to be used in four ways: (1) to assess the knowledge and competence of individuals seeking licensure (or certification) to teach social studies or any of the disciplines within social studies, (2) to assess the quality of teacher education programs that prepare these individuals for initial licensure (or certification), (3) to determine the appropriateness of state standards and procedures that are used to evaluate teach preparation programs that would be designated nationally approved by NCSS, and (4) to guide those establishing criteria and procedures to be used for advanced certification of social studies teachers, such as the National Board for Professional Teaching Standards (NBPTS).

Although both sets of standards identify areas in which knowledge and competence are expected to be demonstrated, the standards do not specify minimums to be met. This is intentional and in keeping with the role of these standards and their use as described above in the general introduction to this document. In essence, these standards stipulate *what* areas of knowledge and competence should be required of social studies teachers and the programs that prepare them, and entitles such as the institutions that prepare teachers, state licensure offices, the Interstate New Teacher Assistance and Support Consortium (INTASC), NCATE, NCSS reviewers of institutional programs and state standards and procedures, and the NBPTS are expected to determine *how much* knowledge and competence is to be expected for each of the uses of the standards. It is realistic to assume that particularly well met standards will compensate in some degree for standards that are less well met.

The *programmatic* standards for initial licensure are of a different order from the thematic and disciplinary standards. They focus directly on teacher preparation *programs* for initial licensure rather than on the

individuals seeking the licenses. They are intended to assure that teacher preparation programs provide the necessary experiences and resources to enable their teacher candidates to become knowledgeable and competent. They are expected to be used for NCSS approval of (1) institutional programs and (2) state standards and procedures that are used to evaluate teacher preparation programs that seek being designated as nationally approved by NCSS.

A. *THEMATIC STANDARDS*

These ten thematic standards apply to all individuals seeking initial licensure (or certification) in social studies, (1) as a broad field, (2) in any of the specific disciplines that fall within social studies--history, geography, civics and government, economics, psychology, sociology, and anthropology; and (3) in other interdisciplinary licensure areas that are based primarily on social studies/social science subject matter. They also apply to the teacher preparation programs that prepare these individuals for these respective licenses (certificates). It is recognized however, that depths of knowledge and degrees of competence will, of necessity, vary across the ten standards from individual to individual and program to program. Although no standard should be ignored, neglected, or completely unmet, how well or thoroughly each should be met should be judged during the processes of institutional program development and state licensing, and during reviews by NCSS program reviewers, INTASC, NCATE, and entities that award advanced certification, such as NBPTS.

1. *CULTURE AND CULTURAL DIVERSITY*

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Cultural Diversity.

Learner Expectations

- Human beings create, learn, apply, modify and adapt to their cultures. Culture helps them comprehend and make sense of themselves as individuals and members of various groups. Culture predisposes individuals to develop perspectives, make assumptions, create ideas, and behave in particular ways. Cultures tend to be similar in the ways they influence individuals and different in the specifics of the influence they have upon them. Therefore, the behaviors and products generated within and by cultures exhibit similarities and differences as well as some equivalences. All cultures, for example, have systems of knowledge, values, traditions, and beliefs although the specifics of each may vary widely. Each cultural system is also unique. Cultures and each system within a culture are dynamic, ever-changing, and highly influential on the thoughts and actions of those who create them.
- In a democratic and culturally diverse society, students need to comprehend multiple perspectives that emerge from within their own culture and from the vantage points of the diverse cultural groups within that society and with whom the society may interact. These understandings allow them to make appropriate sense of the actions, ideas, and products of others as well as to relate to and interact with people within their diverse society and throughout the world.
- Cultural diversity is a fact of existence in every modern-day society and few nations or empires in the past were void of such diversity. The challenge of all people is, wherever and whenever possible, to consider the strengths and advantages that this diversity offers to the society in general, and to their own growth as a human being in particular. This consideration is especially important in societies that value human rights, the principles of democracy and equity, as well as the notion that individuals should act to promote the public good.

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity.
They should enable learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns;

- guide learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- assist learners to apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;
- encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;
- enable learners to give examples and describe the importance of cultural unity and

diversity within and across groups;
- have learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;

- guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues;
- have learners explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

School Applications
In focusing on Culture and Cultural Diversity, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can assist learners to explore, comprehend, and apply critical information, ideas, and concepts that are common across societies, social institutions, cultures, and cultural perspectives. They can help learners comprehend cultural universals, such as norms, folkways, sanctions, social institutions, arts, and taboos and then use them to analyze their own and other cultures. They can use comparisons of cultures or subcultures and their perspectives, whether they exist in the present or past, to highlight contextual understanding. Socially, the young learner can be actively and frequently interacting in appropriate ways with other students, some of whom are like the learner and some different. These interactions can be encouraged and monitored and can involve rather than avoid dialogues about the substance of one's culture and perspectives.
- Teachers of the middle grades can assist learners to explore and ask questions about the nature of culture that provide a wider range of cultural universals and in-depth study of the specific aspects of particular cultures in similar and different places, times, conditions, and contexts. Teachers can encourage learners to consider the direct and indirect connections between the assumptions, beliefs, and values of a culture and its actions, policies, and products in multiple situations. They can help them analyze the ways that a people's cultural ideas and actions influence its members. Through this inquiry, learners can begin to consider such phenomenon as cultural lag, assimilation, accommodation, and the strength of the impact traditions have on thought and action within any particular social group.
- High school teachers can assist learners deepen their comprehension and increase their application of cultural concepts already studied, such as cultural lag, assimilation, accommodation, and the impact of traditions on thought and action within any particular social group. They can also introduce new concepts such as the function and interactions of language, literature, and the arts in terms of traditions, beliefs, and values; and the transmitting of culture in the face of environmental, technical, and social change. Learners should be able to engage independently in in-depth analysis of any cultural group or subgroup and in-depth comparison of any two or more cultural groups or subgroups. They should be able to connect their comprehension of cultural groups to the realities of cultural diversity within multicultural societies and consider how culturally different groups can cooperate to enhance the public good.

2.*TIME, CONTINUITY, AND CHANGE*

Social studies teachers should possess the knowledge, capabilities , and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity and Change.

Learner Expectations
The study of time, continuity, and change allows learners to understand their historical roots and to locate themselves in time. Learning how to read and reconstruct the past allows them to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? How can the perspective we have about our own life experiences be viewed as part of the larger human story across time? How do our personal stories reflect varying points of view and inform contemporary ideas and actions? Learners also draw on their knowledge of history to make informed choices and decisions in the present.

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time, continuity and change. They should

- assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use;
- help learners apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;
- enable learners to identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation states, and social, economic, and political revolutions;
- guide learners as they systematically employ processes of critical historical inquiry to reconstruct and interpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;
- provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgement;
- enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

School Applications

In focusing on the theme, Time, Continuity, and Change, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can provide learners experience with sequencing to help establish a sense of order and time. Teachers at this level can make stories of the recent past as well as of long ago available to learners. In addition, they can begin to help learners recognize that individuals may hold different views about the past and understand the linkages between human decisions and consequences. Teachers of these grades can lay the foundation for the development of historical knowledge, skills, and values.
- Teachers of the middle grades can provide a beginning level of a formal study of history so that learners can continue to expand their understanding of the past and of historical concepts and inquiry. At this level, teachers can facilitate the understanding and appreciation of differences in historical perspectives, and the recognition that interpretations are influenced by individual experiences, societal values, and cultural traditions.
- High school teachers can engage learners in a sophisticated analysis and reconstruction of the past, helping them to examine the relationship of the past to the present and extrapolating into the future. Teachers can facilitate learners' integration of individual stories about people, events, and situations so that they might form a holistic conception, in which continuity and change are linked in time and across cultures. Teachers can help learners to draw on their knowledge of history to make informed choices and decisions in the present.

3.PEOPLE, PLACES, AND ENVIRONMENTS

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

Learner Expectations

The study of people, places, and human-environment interactions leads learners to create their spatial views and geographic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals requires that learners understand the world in spatial terms and posses knowledge of places and regions, physical systems, and the interactions of environment and society. In addition, learners need the ability to map information in a spatial context and to interpret such maps. The study of people, places, and environments will also help to promote learners' capabilities to make informed and

critical decisions about the relationships between human beings and their environment.

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places and environments. They should

- enable learners to construct, use, and refine mental maps of locales, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape;
- have learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes, and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information;
- teach learners to estimate and calculate distance, scale, area, and density, and to distinguish spatial distribution patterns;
- help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources;
- challenge learners to speculate about and explain physical system changes, such as seasons, climate, and weather;
- help learners describe how people create places that reflect culture, human needs, current values and ideals, and government policies;
- challenge learners to examine, interpret, and analyze the interactions of human beings and their physical environments;
- have learners explore the ways Earth's physical features have changed over time; and to describe and assess the ways historical events have influenced and have been influenced by physical and human geographic features;
- provide learners with opportunities to observe and analyze social and economic effects of environmental changes and crises;
- challenge learners to consider, compare, and evaluate existing alternative uses of resources and land in communities, regions, nations, and the world.

School Applications

In focusing on the theme, People, Places, and Environments, teachers at variousschool levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can use learners' immediate personal experiences to have them reflect upon elements in their environment and how we use and think about the physical and built environment. They can also stimulate learners' interest in things distant and unfamiliar and help lay the foundation for concern about the use and abuse of the physical environment.
- Teachers of the middle grades can help learners relate their personal experiences to happenings in other environmental contexts. They can provided learning experiences which encourage increasingly abstract thought as learners use data and apply skills in analyzing human behavior in relation to its physical and cultural environments.
- High school teachers can guide learners in the application of geographic understandings across a broad range of fields, including the fine arts, science, and the humanities. They can facilitate the expansion of diverse cultures, both historical and contemporary, so the geographic concepts become central to the learners' comprehension of global connections. They can also help learners recognize the importance of core geographic concepts to public policy and enable learners to address issues of domestic and international significance.

4.*INDIVIDUAL DEVELOPMENT AND IDENTITY*

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.

Learner Expectations

All humans think, learn, act, and develop cognitively, socially, physically, emotionally, personally, and mentally as well as construct, test, confirm, revise, and apply multiple concepts of and multiple identities as to who they are. While much of what humans are and become has been associated with genetics and

assumed natural stages of physical, psychological, emotional, and mental development; a far greater factor in mental, social, emotional, personal, and identity construction and application is the interaction of the individual with his or her environments and the consequences of these interactions. All individuals should know the factors that contribute to who they are; to what they think, feel, and believe; to what they decide and do: to why they are likely to make certain decisions and act in particular ways; and to how they perceive themselves, their abilities, their personality, and the world.

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with individual human development and identity. They should

- assist learners in articulating personal connections to time, place, and social/cultural systems;
- help learners to identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
- assist learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
- have learners apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality;
- guide learners as they examine the interactions of ethnic, national, or cultural influences in specific situations or events;
- enable learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;
- have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;
- assist learners as they work independently and cooperatively within groups and institutions to accomplish goals;
- enable learners to examine factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in contemporary society.

School Applications

In focusing on the theme, Individual Development and Identity, teachers at various school levels should build upon learners' knowledge, experience, and capabilities.

- Teachers of the early grades can provide learners with opportunities to examine the personal changes that have occurred to and in them over time, especially their physical development, personal interests, and ideas about who they are and what they believe they can do and achieve. They can assist learners in examining how their thinking, feelings, and actions are similar to and different from those of others and to consider what may have contributed to their own thoughts, feelings, and actions and their interpretations of others thoughts, feelings, and actions. They can also help learners explore their own personalities and views of self and to consider how these may have come about in light of what they have done and how others have reacted toward them.
- Teachers of the middle grades can provide learners with opportunities to examine instances of human behavior in light of sound discipline-based concepts, principles, and factors associated with human memory, thinking, feeling, and behavior. For instance, learners may examine behaviors associated with peer pressure, conformity, personal identity, self concept, deviance, stereotyping, altruism, social expectations, norms, and roles. They can assist learners consider personality and individual differences and use sound concepts and principles to interpret and explain them as well as appreciate the commonalities and differences that exist among humans in different and the same culture, age group, and social context. They can also help learners apply psychological concepts and principles to describe and explain their personal, social, emotional, physical, and cognitive development so far, and the likely and possible changes that may occur over time as they grow older.
- High school teachers can provide learners with opportunities to comprehend and apply specific discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior to analyzing, interpreting, and explaining their own self and identities as well as their own behavior and the behavior of others. They can help learners analyze, interpret, and assess personality and individual differences and commonalities, and to consider possible influences of biological, social, cultural, economic, peer, and family conditions on

personality, thinking, and behavior.

5.*INDIVIDUALS, GROUPS, AND INSTITUTIONS*

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups, and Institutions.

Learner Expectations

Institutions such as schools, churches, families, government agencies, and the courts all play integral roles in our lives. These and other institutions exert enormous influence over us, yet institutions are no more than organizational embodiments to further the core social values of those who comprise them. Thus, it is important that learners know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares learners to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among individuals, groups and institutions. They should

- help learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society;
- help learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- explain to learners the various forms institutions take, and explain how they develop and change over time;
- assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
- enable learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
- challenge learners to evaluate the role of institutions in furthering both continuity and change;
- guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;
- assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent social issues and problems.

School Applications

In focusing on the theme, Individuals, Groups, and Institutions, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can provide learners with opportunities to examine various institutions that affect their lives and influence their thinking. At this level, teachers can assist learners in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict--for example, when the school board prohibits candy machines in schools versus a class project to install a candy machine to help raise money for the local hospital. They can also help learners explore ways in which institutions such as churches or health care networks are created to respond to changing individual and group needs.
- Teachers of the middle grades can provide learners with varied experiences through which they can examine the ways in which institutions change over time, promote social conformity, and influence cultures. At this level, teachers can encourage learners to use this understanding to suggest ways to work through institutional change for the common good.
- High school teachers can help learners understand the paradigms and traditions that undergird social and political institutions. At this level, teachers can provide opportunities for learners to examine, use, and add to the body of sknowledge associated with the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests.

6.POWER, AUTHORITY, AND GOVERNANCE

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance.

Learner Expectations

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary American society, as well as in other parts of the world, is essential for the development in learners of civic competence. In exploring this theme, learners confront such questions as: What is power? What is legitimate authority? How are governments created, structured, maintained, and changed? How can we keep government responsive to its citizens' needs and interests? How can individual rights be protected within the context of majority rule? By examining the characteristics of various governance systems, learners develop an understanding of how groups and nations attempt to resolve conflicts and seek to establish order and security. Through study of dynamic relationships among individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem solvers and decision-makers when addressing persistent social problems encountered in public life.

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance. They should

- enable learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation;
- help students to understand the purpose of government and how its powers are acquired, used, and justified;
- provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;
- enable learners to describe the ways nations and organizations respond to forces of unity and diversity affecting order and security;
- have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- help learners to analyze and explain governmental mechanisms to meet the needs and wants of citizens, regulate territory, manage conflict, and establish order and security;
- have learners identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government;
- challenge learners to apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;
- guide learners to explain how governments attempt to achieve their stated ideals at home and abroad.

School Applications

In focusing on the theme, Power, Authority, and Governance, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can assist learners in exploring their natural and developing sense of fairness and order as they experience relationships with others. Learners should develop an increasingly comprehensive awareness of rights and responsibilities. For example, learners can examine the rules, types of authority, and governmental structures of their schools and communities. They can be asked to explore why certain rules exist and what might happen if they did not; why principals, teachers, and other adults at school have particular types of authority; and how rules are made at school and who enforces them. They can investigate rights and responsibilities as they apply to themselves as school and community participants.
- Teachers of the middle grades can help learners apply these rights and responsibilities in specific contexts. During these years, learners can apply these rights and responsibilities in increasing

complex situations with emphasis upon new applications. For example, learners can be asked to develop hypothetical communities in which certain students play different power and authority roles and they can engage in enforcing rules when infractions are constructed through simulation. They can also begin their study of power and authority in their local community.

- High school teachers can help learners develop their abilities in the use of abstract principles. At this level, learners can study various systems that have been developed over the centuries to allocate and employ power and authority in the governance process. For example, they can compare structures and authority roles in monarchies, dictatorships, oligarchies, and democracies. They can also study local and national power situations and respond to them intellectually and in action as developing citizens who are reaching the age to vote.

7.*PRODUCTION, DISTRIBUTION, AND CONSUMPTION*

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution, and Consumption of Goods and Services.

Learner Expectations

People have wants that often exceed the limited resources available to them, and as a result, they have invented a variety of ways to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? Learners need to understand these questions and how they are being addressed by various groups. They also need to understand that unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of individual groups, and the economy; that the role of government in economic policy-making varies over time and from place to place; that increasingly economic decisions are global in scope and require systematic study of an interdependent world economy; and that technology plays a significant role in economic decision-making.

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services. They should

- enable learners to explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
- help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
- help learners compare the costs and benefits to society of allocating goods and services through private and public means;
- assist learners to see the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;
- guide learner analysis of the role of specialization and exchange in economic processes;
- provide opportunities for learners to assess how values and beliefs influence economic decisions in different societies;
- have learners compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;
- challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;
- enable learners to distinguish between the domestic and global economic systems, and explain how the two interact;
- guide learners in the application of knowledge of production, distribution, and consumption in the analysis of public issues such as the allocation of health care or the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues;
- help learners to distinguish between economics as a field of inquiry and the economy.
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School Applications

In focusing on the theme, Production, Distribution, and Consumption, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can help learners begin to differentiate between wants and needs. They can have learners explore economic decisions as they compare their personal economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond.
- Teachers of the middle grades can help learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the four fundamental economic questions. They can expose their students to dilemmas that require difficult economic choices and help them analyze the implications and underlying values of those choices.
- High school teachers can help learners develop economic concepts and processes through systematic study of a range of economic and socio-political systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, employment, and trade. They can challenge learners to apply their economic knowledge to societal conditions as they analyze economic issues, formulate their own economic values, and develop their decision-making capabilities.

8.*SCIENCE, TECHNOLOGY, AND SOCIETY*

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.

Learner Expectations

Science is an enterprise that focuses on inquiry about natural phenomena; technology is the designing of things and processes to achieve practical purposes. Learners need to realize that both science and technology have had a profound effect in shaping human experience and the world around us. Tracing the impact of science and technology in such areas of human endeavor as agriculture, manufacturing, the production and distribution of goods and services, the use of energy, communication, transportation, information processing, medicine and health care, and warfare enables learners to understand both the way science and technology have influenced and have been influenced by individuals, societies, and cultures.

By examining questions and issues raised historically and contemporaneously resulting from scientific inquiry and technological applications, learners can be better prepared to make informed decisions as citizens about individual choices and policy alternatives that face society. Is new technology always better than old? What can we learn from the past about how the enterprises of science and technology have resulted in broader social change, some of which is unanticipated? How can we cope with the ever increasing pace of change? How can we manage scientific and technological activities so that the greatest number of people benefit from them and the rights and interests of the minority are not forfeited? How can we preserve our fundamental values and beliefs in the midst of scientific inquiry and technological change?

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of science and technology. They should

- enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;
- provide opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;
- have learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change;
- prompt learners to evaluate various policies proposed to deal with social changes resulting from new technologies;
- help learners to identify and interpret various perspectives about human societies and the physical world using scientific knowledge, technologies, and ethical standards from diverse world cultures;
- encourage learners to formulate strategies and develop policy proposals for influencing public discussions associated with science/technology-society issues.

School Applications

In focusing on the theme, Science, Technology, and Society, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can help learners use their own experiences with science and technology to develop an understanding of the role that science and technology play in shaping human experience. They can have them consider how inventions have altered the course of history and how society has employed technologies to modify the physical environment. They can also provide opportunities for learners to consider instances in which changes in values, beliefs, and attitudes have resulted from the communication and acceptance of scientific and technological knowledge. Teachers of young learners can also challenge them to consider ways to monitor science and technology to protect the physical environment, individual rights, and the common good.
- Teachers of the middle grades can provide opportunities for learners to extend their understanding of the roles that science and technology play in their own lives and in the lives of others. They can help learners identify examples of how science and technology have transformed individuals' lives and social institutions and how they have changed people's perceptions of and beliefs about the natural and social world. They can ask learners to weigh the need for laws and policies to govern scientific activities and technological applications. They can also challenge them to seek and consider reasonable and ethical alternatives to issues that arise when scientific theories, discoveries, or findings and social norms or religious beliefs come into conflict.
- High school teachers can provide opportunities for learners to deepen their understanding of the roles that science and technology have played historically and contemporaneously in transforming the physical world and human society and how we can manage change rather than be controlled by it. They can provide opportunities for learners to confront issues involving science and technology and in so doing, guide learners as they analyze the reciprocal influence that scientific inquiry and technology and core social values and beliefs have upon one another. They can ask learners to evaluate policies and propose strategies for influencing public discussion of science and technology issues or ways of dealing with social changes resulting from new technologies.

In addition to the document, National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington, D.C.: NCSS, 1994), the following parallel documents were consulted as this standard was developed: National Research Council, *National Science Standards* (Washington D.C.: National Academy Press, 1996); and, American Association for the Advancement of Science, *Benchmarks for Science Literacy* (New York: Oxford University Press, 1993).

9.GLOBAL CONNECTIONS

Social Studies teachers should possess the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of Global Connections and Interdependence.

Learner Expectations

The realities of global interdependence require that learners understand the increasingly important and diverse global connections among world societies. Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global issues in many fields: health care, economic development, environmental quality, universal human rights, and others. Analyzing patterns and relationships within and among world cultures, such as economic competition and interdependence, age-old ethnic enmities, political and military alliances, and others, helps learners examine policy alternatives that have both national and global implications.

Teacher Expectations

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence. They should

- enable learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community;
- challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality;
- guide learner analysis of the relationships and tensions between national sovereignty and global

interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns;
- have learners analyze or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;
- help learners to describe and evaluate the role of international and multinational organizations in the global arena;
- have learners illustrate how individual behaviors and decisions connect with global systems.

School Applications
In focusing on the theme, Global Connections, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can build on learner first-hand experience and those presented to them through the media to help them to become aware of and to understand how they are affected by events on a global scale. Within this context, teachers can provide experiences through which learners examine and explore global connections, issues, and concerns. For example, learners might explore ways language or beliefs may facilitate understanding or lead to misunderstanding, or, when given examples of conflict, cooperation, or interdependence among groups, think of reasons that lead to such behavior.
- Teachers of the middle grades can encourage learners to initiate analyses of the interactions among states and nations and their cultural complexities as they respond to global events and changes. They might encourage learners to explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues or have learners describe and explain various specific instances of tensions between national sovereignty and global interests.
- High school teachers can assist learners in thinking systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology. They might ask learners to formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights, or to illustrate how individual behaviors and decisions connect with global systems.

10. *CIVIC IDEALS AND PRACTICES*
Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

Learner Expectations
The study of civic ideals and practices prepares learners for full participation in society and is a central purpose of the social studies. Examining civic ideals and practices across time and in diverse societies prepares learners to close the gap between present practices and the ideals upon which our democratic republic is based. Learners confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community, in the nation, and in the world community? How can I make a positive difference?

Teacher Expectations
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices. They should
- assist learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;
- facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues--identifying, describing, and evaluating multiple points of view;
- provide opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- help learners to analyze and evaluate the influence of various forms of citizen action on public policy;
- prepare learners to analyze a variety of public policies and issues from the perspective of formal and informal political actors;

- guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision making;
- encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- support learner efforts to construct policy statements and action plans to achieve goals related to issues of public concern;
- create opportunities for learner participation in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.

School Applications
In focusing on the theme, Civic Ideals and Practices, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can introduce learners to civic ideals and practices through activities such as involving them in the establishment of classroom rules and expectations and determining how to balance the needs of individuals and the group. In addition, teachers can provide learners the opportunity to view citizenship in other times and places through stories and drama; and in their local community by following current news stories.
- Teachers of the middle grades can help learners expand their ability to analyze and evaluate the relationships between ideals and practice. In addition, they can provide opportunities for learners to envision taking civic roles in their communities. For example, they can monitor news stories of local and national political issues and conflicts, discuss what is happening, explore why it is happening, and compare ideas about what can be, is being, and should be done.
- High school teachers can help learners recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good. In addition, they can provide opportunities for learners to experience participation in community service and political activities and develop skill in using the democratic process to influence public policy. More specifically, learners can be guided through the processes of responsible citizenship participation in all its dimensions as they face political issues as citizens approaching voting age.

B. *DISCIPLINARY STANDARDS*

These five disciplinary standards apply respectively to individuals seeking initial licensure (or certification) in each of the social studies discipline areas of history, geography, civics and government, economics, and psychology as well as to the teacher preparation programs that prepare them for these licenses (certificates). Although these standards should be considered the primary standards for the subject matter component of each discipline-based license, the individuals seeking these licenses and their teacher preparations programs are also expected to meet the ten thematic standards described above. It is recognized, however, that, because of the discipline focus of these licenses, the depth of knowledge and degrees of competence across the ten thematic standards will vary and will likely be less substantial than for those seeking endorsement in social studies as a broad field.

1.*HISTORY*

Teachers who are licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

Learner Expectations

The study of history allows learners to understand their place in time and location. The knowledge base of historical content drawn from United States and world history provides the basis from which learners develop historical understanding and competence in ways of historical thinking. Historical thinking skills enable learners to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based. Historical understandings define what learners should know about the history of their nation and of the world. These understandings are drawn from the record of human aspirations, strivings, accomplishments, and failures in at least five spheres of human activity: the social, political, scientific/technological, economic, and cultural (philosophical/religious/aesthetic). They also provide learners the historical perspectives necessary to analyze contemporary issues and problems confronting citizens today.

Teacher Expectations

Teachers of history at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should

- assist learners in utilizing chronological thinking so that they can distinguish between past, present, and future time; can place historical narratives in the proper chronological framework, can interpret data presented in time lines and can compare alternative models for periodization;
- enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central question(s) addressed in historical narrative, draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources:
- guide learners in practicing skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past;
- assist learners in developing historical research capabilities that enable them to formulate historical questions, obtain historical data, question historical data, identify the gaps in available records, place records in context, and construct sound historical interpretations;
- help learners to identify issues and problems in the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision;
- assist learners in acquiring knowledge of historical content in United States history in order to ask large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the continent of North America;
- guide learners in acquiring knowledge of the history and values of diverse civilizations throughout the world, including those of the West, and in comparing patterns of continuity and change in different parts of the world;
- enable learners to develop historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.

School Applications

In focusing on the discipline of history, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can provide learners with experiences that give them a sense of their own roots and of their connections with others and with the past. Learners can have the opportunity to begin to develop the skills of historical thinking that will enable them to differentiate past, present, and future time; to raise questions and to seek answers from historical stories and records from the past. Their historical understandings can draw from at least five spheres of human activity: social, political, scientific/technological, economic, and cultural as they study the history of their families, communities, states, region, nation, and of other nations or topics with world-wide implications.
- Teachers of the middle grades can provide learners with a more formal study of history. Learners can have the opportunity to construct timelines; to group events by broadly defined eras; to study and interpret historical documents, taking into account the context of the historical period from which the document is drawn; to formulate historical questions; and to identify the values and moral convictions of individuals who hold differing views on a dispute.
- High school teachers can engage learners in a sophisticated analysis and reconstruction of the past. Learners can be encouraged to draw upon various forms of data in order to elaborate upon information provided by historical narratives; to distinguish between accepted historical facts and interpretations; to consider multiple perspectives in interpreting the past; to make choices regarding historical sources, drawing from bibliographical studies; and to utilize historical methodologies in analyzing and defending historical arguments.

For further information, see the following parallel documents that were consulted as this standard was developed: the NCSS theme, "Time, Continuity, and Change" in *Expectations of Excellence: Curriculum standards for Social Studies,* (Washington, D.C.: NCSS, 1994); and the *National Standards for History: Basic Edition,* (National Center for History in the Schools, University of California, Los Angeles, 1994).

2.*GEOGRAPHY*

Teachers who are licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

Learner Expectations

The study of geography allows learners to develop an understanding of the spatial contexts of people, places, and environments. It provides knowledge of Earth's physical and human systems and the interdependency of living things and physical environments. Studying geography stimulates curiosity about the world and the world's diverse inhabitants and places, as well as about local, regional, and global issues. Geography allows learners to understand and make decisions about issues at the global as well as the local level.

Teacher Expectations

Teachers of geography at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should

- guide learners in the use of maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective;
- enable learners to use mental maps to organize information about people, places, and environments in a spatial context;
- assist learners to analyze the spatial information about people, places, and environments on Earth's surface;
- help learners to understand the physical and human characteristics of places;
- assist learners in developing the concept of regions as a means to interpret Earth's complexity;
- enable learners to understand how culture and experience influence people's perceptions of places and regions;
- provide learners opportunities to understand and analyze the physical processes that shape Earth's surface;
- challenge learners to consider the characteristics and spacial distribution of ecosystems on Earth's surface;
- guide learners in exploring the characteristics, distribution, and migration of human populations on Earth's surface;
- help learners to understand and analyze the characteristics, distribution, and complexity of Earth's cultural mosaics;
- have learners explore the patterns and networks of economic interdependence on Earth's surface;
- enable learners to describe the processes, patterns, and functions of human settlement;
- challenge learners to examine how the forces of cooperation and conflict among people influence the division and control of Earth's surface;
- help learners see how human actions modify the physical environment;
- enable learners to analyze how physical systems affect human systems;
- challenge learners to examine the changes that occur in the meaning, use, distribution, and importance of resources;
- help learners to apply geography to interpret the past and present and to plan for the future;
- enhance learners' abilities to ask questions and to acquire, organize, and analyze geographic information so they can answer geographic questions as they engage in the study of substantive geographic content.

School Applications

In focusing on the discipline of geography, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can provide learners with experiences that give them an understanding of the characteristics and purposes of geographic representations, such as maps, globes, and satellite produced images. Learners can be helped to understand their local community and near-by communities. They can be taught the location of major physical and human features in the United States and on Earth and how these physical and human processes together shape places and ways of living. They can be given opportunities to understand how people depend upon and modify the physical environment, and how the physical environment can both accommodate and be endangered by human activities. They can be helped to understand how places, and people's perceptions of places, change over time. Learners in the early grades can be introduced to the spatial dimensions of social and environmental problems.
- Teachers in the middle grades can provide learners with experiences in making and using maps, globes,

charts, models, and data bases to analyze spatial distributions and properties. Learners can begin to develop skills to analyze the physical and human characteristics of places and how different human groups alter places in distinct ways. This can include developing an ability to identify and understand how technology shapes the physical and human characteristics of places. Middle grade learners can begin to develop an understanding of how ecosystems work and how physical processes and human activities influence change in ecosystems. They can study spatial variations in population distribution and migration, as well as in the effects of migration on the characteristics of places. They can be introduced to the processes of cultural diffusion and urbanization and to the fundamental role of energy resources in society. Middle level learners can be helped to apply a geographic point of view to solve social and environmental problems.

- High school teachers can enable learners to use geographic representations and tools to analyze, explain, and solve geographic problems. They can provide learners with experiences in applying concepts and models of spatial organization to make decisions. They can be guide them in developing an understanding of how relationships between humans and the physical environment lead to the formation of places and to a sense of personal and community identity. They can also guide learners in the understanding of how multiple criteria are used to define a region and to analyze geographic issues. They can provide experiences that lead to an understanding of the interactions of Earth's physical systems and the spatial consequences of physical processes across Earth's surface. They can help learners understand the spatial characteristics of cultural convergence and divergence, and facilitate an understanding of the classification, characteristics, and spatial distribution of economic systems and the increasing economic interdependence of the world's economies. They can help learners see how differing points of view and self-interest play roles in conflict over territory and resources. They can help high school students to learn how to use geographic knowledge, skills, and perspectives to analyze problems and make decisions.

For further information, see the parallel documents that were consulted as this standard was developed: the NCSS theme, "People, Places, and Environments" in *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington, D.C.: NCSS, 1994); the *National Geography Standards: Geography for Life* (Washington, D.C. National Geographic Research & Exploration, 1994); *The Role of Geography in Pre Service Teacher Preparation: Geography in Social Studies*, A Position Paper of the National Council for Geographic Education (1991).

3.*CIVICS AND GOVERNMENT*

Teachers who are licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

Learner Expectations

The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy. This effective and responsible participation requires the acquisition of a body of knowledge and of intellectual and participatory skills. Effective and responsible participation also is furthered by the development of certain dispositions or traits of character that enhance the individual's capacity to participate in the political process and contribute to the healthy functioning of the political system and improvement of society.

The study of civics and government allows learners to find answers to the following questions: What is civic life? What is politics? What is government? What are the foundations of the American political system? What are the basic values and principles of American democracy? How does the government of the United States, established by the Constitution, embody the purposes, values, and principles of American democracy? What is the relationship of the United States to other nations and to world affairs? What are the roles of the citizen in American democracy?

Teacher Expectations

Teachers of civics and government at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should

- assist learners in developing an understanding of civic life, politics, and government, so that the learners can explore the origins of governmental authority, recognize the need for government; identify the crucial functions of government, including laws and rules; evaluate rules and laws; differentiate between

limited and unlimited government; and appreciate the importance of limitations on government power;
- guide learners as they explore American democracy, including the American idea of constitutional government, the impact of the distinctive characteristics of American society on our government, the nature of the American political culture, and the values and principles that are basic to American life and government;
- help learners understand how the government of the United States operates under the constitution and the purposes, values, and principles of American democracy, including the ideas of distributed, shared, and limited powers of government; how the national, state, and local governments are organized; and the place of law in the system;
- enable learners to understand the relationship of the United States to other nations and to world affairs;
- assist learners in developing an understanding of citizenship, its rights and responsibilities, and in developing their abilities and dispositions to participate effectively in civic life.
- insure that learners are made aware of the full range of opportunities to participate as citizens in the American democracy and of their responsibilities for doing so.

School Applications

In focusing on civics and government, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can provide learners with experiences that give them a sense of their relationship to others and the need for rules for resolving conflicts and disagreements. They can introduce learners to government through the use of analogies with the governance of the family and the school.
- Teachers of the middle grades can provide learners with a sense of the difference between the pursuit of private interest and promotion of the common good through the use of role play, simulation, analogies, or dramatic portrayal. Through the use of selective biography they can demonstrate the ideal of government service for the public good. They can introduce the idea of a constitution by analogy to the rules of a game (baseball, for example) and contrast that with the analogy of laws as limitations that define fair play in the game. They can introduce the idea of alternative constitutional forms by way of analogy with the differences between the rules of baseball and rules of football.
- High school teachers can provide learners with a sense of the origins of the American political system through historical vignettes of the granting of the Magna Carta and the evolution of English common law. For example, they can provide learners with a contextualized sense of the Declaration of Independence, the Constitution of 1787, the Bill of Rights, and other foundational documents through narrative accounts of the historical setting within which these documents were written and adopted. They can provide learners with a temporally situated understanding of American values through an exploration of the factors that shaped American society such as religious freedom and diversity; extensive immigration; a market economy; relative social equality; and universal public education.

For further information, see the parallel documents that were consulted as this standard was developed: the NCSS themes "Power, Authority, and Governance" and "Civic Ideals and Practices" in *Expectations of Excellence: Curriculum Standards for Social Studies.* (Washington, D.C.: NCSS, 1994); *National Standards for Civics and Government.* (Calabasas, CA: Center for Civic Education, 1994).

4.ECONOMICS

Teachers who are licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

Learner Expectations

The study of economics provides learners with basic information about how people attempt to satisfy their wants and helps them employ logical reasoning in thinking about economic issues. It enables them to understand the economic issues that affect them every day, the roles they play as consumers and producers, and the costs and benefits associated with their personal decisions as well as governmental practice.

Teacher Expectations

Teachers of economics at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should assist learners in acquiring an understanding of the following principles:

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- Productive resources are limited. Therefore, people cannot have all the goods and services that they want; as a result, they must choose some things and give up others.
- Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all or nothing decisions.
- Different methods can be used to allocate goods and services. People, acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.
- People respond predictably to positive and negative incentives.
- Voluntary exchange occurs only when all parties expect to gain. This is true for trade among individuals or organizations within a nation, or among individuals or organizations in different nations.
- When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.
- Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.
- Prices send signals and provide incentives to buyers and sellers. When supply and demand change, market prices adjust, affecting incentives.
- Competition among sellers lowers costs and prices, encouraging producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.
- Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.
- Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
- Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, thus affecting the allocation of scarce resources between present and future users.
- Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.
- Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.
- Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.
- There is an economic role for government to play in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.
- Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and government employees; because of actions by special interest groups that can impose costs on the general public; or because social goals other than economic efficiency are being pursued.
- A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.
- Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.
- In the United States, federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices in the United States.

School Applications

In focusing on economics, teachers at various levels should build upon learners' knowledge, experience, and developmental capabilities.

- Teachers of the early grades can provide learners with experiences that enable them to understand the concepts of resources, economic wants, supply and demand, good and services, and opportunity costs. They can help learners see that resources are insufficient to provide everyone with everything they want, that people make choices that determine how resources are used, and that choice means that something is given up.

- Teachers of the middle grades can provide learners with experiences that enable them to understand the concept of scarcity, that economic choices involve trade offs, that governments and societies experience scarcity as well as individuals, and that the choices people make have consequences. They can help learners realize that the evaluation of choices and opportunity costs can be subjective in some respects and differs across individuals and societies.
- High school teachers can provide learners with experiences that enable them to understand the concepts of marginal costs and marginal benefits, how each relates to decisions concerning production and consumption, and how public policy affects such decisions.

For further information, see the parallel documents that were consulted as this standard was developed: the NCSS theme, "Production, Distribution, and Consumption" in *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington, D.C.: NCSS, 1994).

5.*PSYCHOLOGY*

Teachers who are licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Learner Expectations

The study of psychology and human behavior allows learners to understand major theories that have been proposed to describe human thinking, learning, memory, development, personality, and behavior. It helps them address questions such as the following: Who am I? What factors have contributed to my becoming who I am? How can I adjust to, cope with, benefit from, and contribute to my own well-being and to the well-being of others? What is involved in mental and emotional health, and how can one become and remain mentally and emotionally healthy and prevent or overcome psychological disorders? How do biological and environmental factors affect human psychological, emotional, social, and emotional growth, development, and behavior? How can individual differences be understood? What are the concepts, approaches, procedures, and principles of conducting psychological research and reporting findings of research studies? How does one accurately interpret the findings from research studies and apply these findings to humans?

Teacher Expectations

Teachers of psychology at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should:

- assist learners in comprehending and applying concepts, theories, and principles associated with human cognition; emotional, social, and personal development; and growth and change;
- guide learner understanding of human thinking, memory, perception, learning, development, and behavior;
- assist learner comprehension of factors associated with human adjustment and coping behaviors in various situations, during different stages of life, and in respect to particular personal and environmental situations;
- have learners consider how such factors as memory, thinking, beliefs, emotions, personality, perceptions, attitude, and abilities may affect their decisions and actions at any particular moment and may be used to interpret and comprehend possible decisions and actions by others;
- have learners examine factors associated with the construction, revision, and use of self-concepts and identity and how these may affect an individual's thinking, feelings, decisions, and actions toward self, others, and the world;
- have learners examine factors that may have contributed to their own self-concepts and identity, including how their family, groups, peers, and communities may have contributed;
- have learners examine and comprehend factors associated with personality and individual differences and how personality and these differences have been and may be described, classified, assessed, and interpreted;
- assist learners to examine, comprehend, and apply ideas associated with mental and emotional health as well as psychological disorders, including factors contributing to and the treatment of such disorders;
- enable learners to understand interconnections between themselves and particular situations, places, time, events, and social/cultural environments and systems that may influence them as well as be influenced by them;
- insure that learners comprehend, consider the advantages and disadvantages of, and apply concepts, principles, and procedures for conducting, monitoring, applying, and interpreting sound psychology research activities;

- insure that learners consider the various codes of ethics accepted by psychologists regarding the conducting of research on human and animal subjects and the reporting of research findings;
- enable students to engage in preliminary behavioral science research, using various research paradigms and perspectives.

School Applications

In focusing on the discipline of psychology, teachers at the high school level should build upon learner's knowledge, experience, and developmental capabilities.

- High school teachers can provide learners with opportunities to comprehend and apply specific discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior to analyzing, interpreting, and explaining their own selves and identities as well as their own behavior and that of others. Learners can be encouraged to study personality and individual differences and commonalities and to consider possible biological, social, cultural, economic, peer, and family influences on personality, thinking, learning, and behavior. In addition, learners can be guided in conducting and reporting psychological research as well as applying the various codes of ethics that should guide all psychological researchers.

Individuals interested in more specifics for separate courses in psychology on the secondary school level should contact the American Psychological Association.

C. *PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE*

The standards already itemized in this document specify the knowledge, capabilities, and dispositions that the National Council for the Social Studies expects social studies teachers to possess. The Council also expects institutions that prepare beginning social studies teachers to make available to their students certain programmatic opportunities that allow these prospective teachers to achieve this knowledge and these capabilities and dispositions. The five programmatic standards itemized below are intended to assure that these opportunities are available. Institutions that prepare students for licensure in the social studies and the specific disciplines in the social studies field are expected to provide the opportunities described.

1. *SUBSTANTIAL INSTRUCTION IN ACADEMIC AREAS WITHIN THE SOCIAL STUDIES FIELD*

Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete subject matter content courses (history/social science) that include United States history, world history (including both western and non-western civilizations), political science (including U.S. Government), economics, geography, and behavioral sciences.

The subject matter content course work for those licensed to teach *social studies as a broad field*

- at the secondary school level should include no less than 40% of a total four-year or extended-preparation program, with an area of concentration of at least 18 semester hours (24 quarter hours) in one academic discipline;
- at the middle school level should include no less than 30% of a total four-year or extended-preparation program, with an area of concentration of at least 18 semester hours (24 quarter hours) in one academic discipline;

The subject matter content course work for those licensed to teach a *single discipline* of history or a social science at the secondary or middle school level should include both

- a discipline major of no less than 30% of a total four-year or extended preparation program; and
- additional course work outside of the major selected from each of the content fields specified in this standard in order to assure that the key concepts from history and the social science disciplines closely related to the major are studied and integrated with the major.

2. *COURSE OR COURSES ON TEACHING SOCIAL STUDIES*

Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

The course or courses should

- be specific to the teaching of social studies and the disciplines from which social studies content is drawn;
- enable students to select, integrate, and translate the content and methods of investigation of history and the social science disciplines for use in social studies instruction;
- prepare students to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities;
- be taught by instructors whose professional experience and education through the graduate level is appropriate both to the content and goals of social studies and to the level of licensure.

3. *QUALIFIED FACULTY*

Institutions preparing social studies teachers should provide faculty in all components of the program who are recognized as exemplary teachers and as scholars in their fields of specialization.

The faculty should

- demonstrate teaching that models exemplary practice for their students;
- be actively involved in scholarly and professional activities;
- include those who have had successful elementary, middle, or secondary school teaching experience as well as a continuing close relationships with these schools;
- include social studies education specialities who are either (1) full time, tenure-track faculty in social studies education who hold a doctoral degree with a major or emphasis in social studies education, history, or an academic discipline within the social studies field; or (2) are otherwise comparably qualified for their roles.

4.*CLINICAL SCHOOL EXPERIENCES IN SOCIAL STUDIES SETTINGS*

Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete multiple clinical experiences that begin early in a student's professional program and culminate in an integrative capstone of a substantial amount of time and that are closely supervised by qualified professionals.

The experiences should

- provide opportunities for observing various aspects of school and classroom settings that include a wide range of instructional and administrative elements;
- provide opportunities for interaction with students of varying socio economic, racial, and ethnic backgrounds, and those with special learning needs and diverse learning styles;
- be closely supervised by (1) a licensed and experienced *cooperating teacher* in a state or regionally accredited school and (2) a *university supervisor* with both successful experience and graduate level study in the teaching of social studies or an academic discipline in the social studies field.

5. *GENERAL STUDIES*

Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete, in addition to professional and major courses, general arts and science courses that reach across several areas of study, including language arts, humanities, languages, mathematics, physical sciences, and technology.

II. *PEDAGOGICAL STANDARDS*

The pedagogical standards itemized below focus on teacher knowledge, competence, and dispositions beyond the subject matter that is the focus of the Subject Matter Standards above. They are intended to assure that social studies teachers possess the general pedagogical knowledge, capabilities, and dispositions needed to create the kinds of learning experiences and classroom and school environments that are envisioned by recent reform movements and validated by research. As such, these standards favor learner-centered, meaningful, integrative, value-based, challenging, and active instruction. They see teachers as instructional decision-makers, members of school-based learning communities, and members of the larger community of stakeholders who can help support

the learning of students. They are intended to parallel Principles 2 through 10 developed by INTASC. (Each of these standards is described in greater detail in the INTASC document, Interstate New Teacher Assessment and Support Consortium, *Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue*, (Washington, D.C.: INTASC).

1.*LEARNING AND DEVELOPMENT*

Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learner intellectual, social, and personal development.

2.*DIFFERENCES IN LEARNING STYLES*

Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners.

3.*CRITICAL THINKING, PROBLEM SOLVING, AND PERFORMANCE SKILLS*

Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

4. *ACTIVE LEARNING AND MOTIVATION*

Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation.

5.*INQUIRY, COLLABORATION, AND SUPPORTIVE CLASSROOM INTERACTION*

Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

6.*PLANNING INSTRUCTION*

Social studies teachers should possess the knowledge, capabilities, and dispositions to plan instruction for the appropriate school levels based on understanding of subject matter, students, the community, and curriculum goals.

7.*ASSESSMENT*

Social studies teachers should possess the knowledge, capabilities, and dispositions to use formal and informal assessment strategies at the appropriate school levels to evaluate and ensure the continuous intellectual, social, and physical development of learners. They should be able to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies.

8.*REFLECTION AND PROFESSIONAL GROWTH*

Social studies teachers should possess the knowledge, capabilities, and dispositions to develop as reflective practioners and continuous learners.

9.*PROFESSIONAL LEADERSHIP*

Social studies teachers should possess the knowledge, capabilities, and dispositions to foster cross-subject matter collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being.

III. *EVIDENCE*

Three types of evidence are appropriate for determining whether these NCSS standards are met:

Programmatic Evidence

Programmatic evidence provides assurance that each person recommended by a teacher education unit for teacher licensure (or certification) has been offered a reasonable opportunity to master the knowledge, skills, and dispositions requisite to success as a social studies teacher.

Testing Evidence

Testing evidence, if the testing is demonstrably a valid and reliable measure of the knowledge, skills, and dispositions described by these standards, provides assurance that those who have attained passing scores possess the knowledge identified in these standards as necessary for classroom teaching effectiveness.

Performance Evidence.

Performance evidence provides assurance that those who are judged to have met the performance criteria can perform effectively as classroom teachers in the areas identified by these standards.

However, evidence of a single type should rarely be viewed as compelling. Normally, reviewers who use these standards would expect that some evidence of each type would be provided in making a case that an individual or institution has met each standard. Although programmatic evidence is likely to provide the primary documentation that an institution meets the programmatic standards of this document, testing and performance evidence should show the extent to which individuals seeking licenses have learned the knowledge and competencies expected.

PROGRAMMATIC EVIDENCE

Programmatic evidence that may be provided in order to assure that those who complete teacher education programs of an institution have had a reasonable opportunity to meet the expectations of a standard include: documents concerned with the theoretical design of the program; catalog program descriptions; course descriptions and syllabi (course objectives, content outlines, descriptions of activities, bibliographies); lists of support materials and resources available to students; descriptions of the qualifications, experiences, and training of course instructors and clinical supervisors; descriptions of clinical experiences; handbooks; documentation that students engage in the programs, courses, and experiences provided for them; and evidence that only those who complete the courses and programs successfully are recommended for licensure (or certification) as social studies teachers. The evidence should address the Thematic and/or Disciplinary Standards and the Pedagogical Standards listed above, as well as the Programmatic Standards.

TESTING EVIDENCE

Testing evidence that may be provided in order to predict at an adequate level of confidence that those who complete teacher education programs of an institution and are recommended for licenses (or certificates) have the knowledge that will enable them to show that they meet the expectations of a standard include: passing scores on nationally normed tests such as PRAXIS, state examinations, and course-level evaluations of performance. In each case the individual or institution submitting the test data is obligated to provide sufficient evidence of the validity of the data in relation to these NCSS standards.

PERFORMANCE EVIDENCE

Performance evidence has the potential of being the most powerful documentation that these standards are met, in that it is concerned with the degree to which individuals who are recommended by an institution for a teaching license (or certificate) are able to perform successfully all aspects of their social studies teaching responsibilities. This type of evidence that may attest to teacher competence may consist of the following: over-time and on-demand observations of successful teaching, video tapes and/or written records of observations by observers/supervisors, evidence of successful performance by the students of the teachers being assessed, written records of the teachers' professional reflections, examples of instructional projects and teaching materials developed by the teachers, evidence of the teachers' abilities to analyze and evaluate their own teaching, instructional materials, and resources, and examples of the teachers' strategies for evaluating learning in their classrooms.

Institutions that seek NCSS approval of their social studies teacher education program(s) may employ portfolios that incorporate many of the above, but they are not expected to submit for review portfolios or performance documents on all graduates. An institution may choose to submit selected sample portfolios and summary data. If portfolios are used, they should also submit information concerning the process by and rigor with which portfolios are assessed.

Although it may be unrealistic to expect an institution to submit performance evidence for every standard for every individual it recommends for a license (for example, graduates whose clinical experiences have all occurred in a sociology or psychology classroom may not be able to provide classroom-based performance evidence in relation to teaching "Time, Continuity, and Change."), the institution should be prepared to provide evidence of each of the three types relative to each standard for its graduates as a group.